

2018

Lawrence University 2017-2018 Diversity and Inclusion Annual Report, Signs of Progress

Lawrence University

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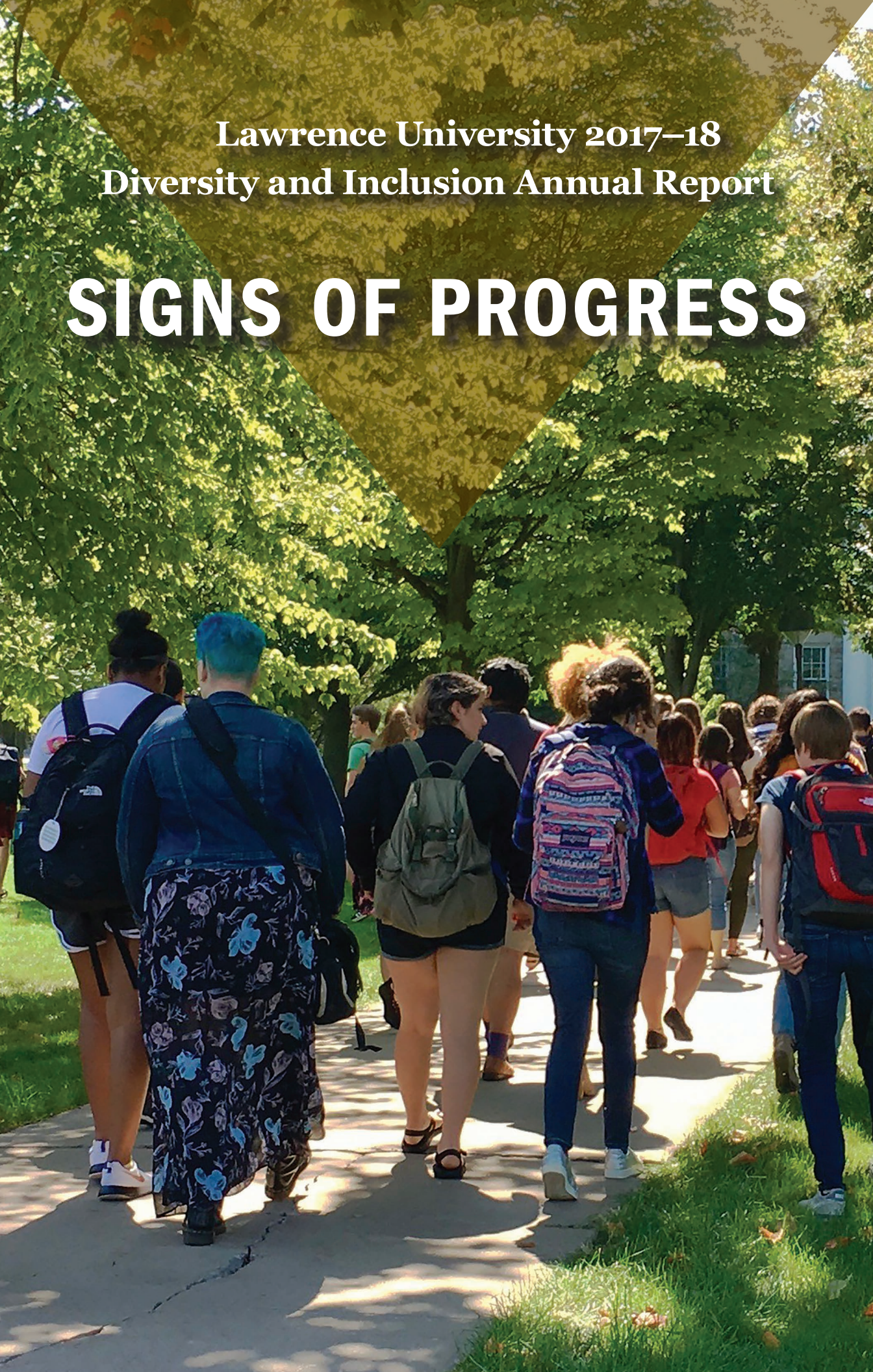
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Lawrence University 2017–18
Diversity and Inclusion Annual Report

SIGNS OF PROGRESS



Dear Students, Faculty, Staff, Community Partners and Higher Education Colleagues,

It is my pleasure to share highlights from our efforts to create a more inclusive Lawrence during the 2017-18 academic year. Like college campuses across the country, we continue to try to address the lingering effects of our country's history of denying various groups equal access to quality education, while also trying to transcend the current social climate of derision in the country. We continued some programs, such as various efforts to equip members of our community to have productive and civil discourse across differences, and added others, like training diversity point people to assist with all staff searches.

This year, Lawrence University had the most diverse incoming class in terms of racial and ethnic identity in the history of the institution. We also experienced significant increases in full-time tenure track faculty of color and women faculty. Although there will always be work to be done to create a truly equitable and inclusive environment in which we are all able to thrive, progress is being made, thus this year's report theme "Signs of Progress."

Our first comprehensive campus climate survey of faculty, staff and students was conducted this spring. It will help us better understand areas still to be addressed related to diversity, equity and inclusion. Analysis of the summary found at the end of this document of bias incidents reported during the year will also inform our work. Since the college recently completed an update of its strategic plan, I will be organizing this report to correspond to the four areas of that plan: learning, living, stewarding and celebrating.

I believe you will find the work we are doing thought-provoking. I appreciate your interest in our work and hope you will be inspired to join us in it!

Kimberly Barrett

Kimberly Barrett, Ph.D.
Lawrence University
Vice President for Diversity and Inclusion and Associate Dean of the Faculty



LEARNING

Here are a few ways diversity and inclusion helped to enhance the transformative nature of the liberal arts education provided at Lawrence.

Diversity Conference “Teaching all Students Well: Preparing an Educated Citizenry for Wise Participation in a Diverse Democracy”

Lawrence University presented its inaugural diversity conference August 17–18, 2017, to encourage more inclusive academic settings for diverse groups of people. Ten sessions were offered on a variety of topics applicable to diversity and inclusion in higher education for Lawrence University students, faculty, staff and community members. 134 people registered to attend this event.

The keynote speech, by Dr. Derald Wing Sue, was titled *Microaggressions in Everyday Life: Making the “Invisible” Visible*. His speech described what microaggressions are and the significant effect they have on the psychological well-being of marginalized groups. He also spoke about the implications of microaggressions in the setting of an academic institution.

A link to the presentation and the resources used therein can be found on the LU Diversity and Inclusion website: www.lawrence.edu/library/about/diversity/resources.



DIVERSITY PLANNING RETREAT “FOSTERING AN EQUITY MINDSET: STRATEGIC PLANNING FOR INCLUSIVE EXCELLENCE”

Lawrence University held its second annual diversity planning retreat on Saturday, September 16, 2017, at Thrivent Financial Campus in Appleton, Wisconsin. The theme for this year’s retreat was *Fostering an Equity Mindset*. The facilitator was Dr. Marilyn Sanders Mobely, vice president for inclusion, diversity and equal opportunity at Case Western Reserve University. Priorities for the 2017–18 academic year were cultivated that will continue advancing the mission to achieve inclusive excellence at Lawrence University. Chief among these was understanding the benefits and limits of free speech.

“It was helpful to see how difficult it can sometimes be to recognize biases. It gave me a greater awareness and consciousness.”



CULTURAL COMPETENCY LECTURES

The Cultural Competency Lecture Series aims to give insight and understanding to a variety of multicultural issues at Lawrence University and the community as a whole. It is an opportunity to enhance mutual understanding and to build mutually beneficial relationships for the improvement of individuals, campus and society as a whole. Our 2017–18 series included five sessions that ranged between 25-70 attendees each and averaged 39 attendees per session.

“It was wonderful to have specific, concrete ideas and examples of what to say and how to respond when microaggressions occur.”

“This brought my attention to stigmas I may have been holding without realizing and challenged them.”



The topics and titles of sessions offered this year were: *A Community of Self-Care; Antisemitism & Intersectionality; Supporting People Who Use Diverse Englishes; Powerful Ways to Respond to Microaggressions, Stereotypes, & Isms; and Fat Stigma.*

WORK OF INCLUSIVE PEDAGOGY COMMITTEE

The Inclusive Pedagogy Committee encourages the development and implementation of pedagogical initiatives that will enhance the teaching and learning programs of the university, particularly those that advance the goals of inclusive pedagogy. Activities include workshops, faculty-staff panels, reading groups and support for course modifications.

Achievements over the past year include: 1) Several sponsored workshops by external facilitators on microaggressions, cognitive science and learning, including the authors of *The Courage to Teach* and *Teaching Naked*; 2) Several on-campus presentations by Lawrence faculty and staff including recipients of previous mini-grants for course enhancements; 3) Awarded mini-grants for six new projects designed to enhance teaching; 4) Purchased the books *Teaching Naked* and *Teaching Naked Techniques* for members of the faculty and staff who requested them; and 5) Held two faculty community of practice discussions on structuring inclusive group work and enhanced trust in the classroom in collaboration with the Office of Diversity and Inclusion.

LIVING

These are examples of diversity and inclusion related programs that helped to improve the college’s residential experience and partnerships with the community to enhance everyone’s opportunity to succeed.

DIALOGUE ACROSS DIFFERENCE ACTIVITIES

This program is being developed by the Office of Spiritual and Religious Life in partnership with the Office of Diversity and Inclusion to provide a team of trained dialogue facilitators who can guide campus discussions, provide ongoing opportunities for dialogue across difference and respond quickly in times of conflict. In collaboration with Celebrate Diversity Fox Cities, a group of students, staff and faculty received skill training and practice. Individuals who trained agreed to offer 10 hours of service as conversation facilitators in winter and spring terms. Working in diverse triads, the facilitators offered four different discussion opportunities open to the campus and responded to invitations to facilitate conversations within the Conservatory of Music and the Office of International Student Support Services. Conversations involved approximately 55 individuals. Lawrence has been given a generous gift to support further development of this work with sustained dialogue.

UPSTANDER TRAINING

This year, the Lawrence University Office of Diversity and Inclusion hosted upstander training events on November 13, 2017 and again on February 17, 2018 to teach students, faculty and community members the necessary skills to recognize and interrupt bullying, harassment and other harmful behaviors. Participants were given the tools to invite people into challenging conversations rather than shutting them down.

“I learned practical and subtle ways to interrupt inappropriate behavior. The real life scenarios we acted out helped me to think through what actions I can take in an intense situation. A person is much more likely to act with confidence if they have prepared themselves by thinking through and practicing how to respond in otherwise difficult situations.”

EMPLOYEE RESOURCE GROUPS

Employees of Color Resource Group • The mission of the Employees of Color Resource Group is to promote an inclusive community for faculty and staff who self-identify as people of color. This group serves as a forum in which employees of color can share experiences and expertise, raise awareness and address institutional campus climate issues.

Pride Resource Group • The Faculty/Staff Pride Resource Group is for faculty and staff who identify as LGBTQ+ or have family who identify as such. This group aims to provide community and inform members about resources and also to create networking and socializing opportunities for this community.

Emerging Professionals Resource Group • The aim of this resource group is to provide a support network for newer professionals. It hopes to create a positive working environment that values the unique skills and challenges of those starting or changing a career in higher education through social events, community engagement opportunities and professional development options.

Global Employees of Lawrence Resource Group • Global Employees of Lawrence is a resource group for faculty and staff with global backgrounds and/or identities. The goal of this group is to bring our global employees together to share culture and experience while also locating/creating resources that will help bring to life a community of support on campus.



Anti-Racist White Affinity Group (ARWAG) - The Anti-Racist White Affinity Group is a gathering of Lawrence staff and faculty seeking to understand and challenge racism. Recognizing that anti-racist work is disproportionately borne by people of color, ARWAG is a setting for white people to take responsibility for educating themselves about racism and challenging white supremacy from the inside. ARWAG is organized as a study group, with a focus on reading and discussing materials about how racism operates in our society.

Multiethnic & Biracial Group - The Multiethnic and Biracial Group provides opportunities for ongoing learning and dialogue about the complexities of multi-ethnic and biracial identity and related topics. This interest group invites people who identify in these ways to develop and discuss how Lawrence can better include them and to provide a structure for mutual support. This group is open to both employees and students.

CAMPUS CLIMATE STUDY

In winter 2018, all members of the Lawrence University campus, including faculty, students, staff and administration, were invited to take the campus climate survey. Survey findings, once processed, will provide insight into current campus attitudes and beliefs which will shape university policy changes. Results will be analyzed over the summer of 2018.

PIZZA WITH POLICE

Informal conversations with Police Chief Todd Thomas and Campus Liaison Captain Polly Olson discussing current issues, concerns and community policing in Appleton together with pizza and treats took place during Spring Term 2018. The police found the conversation productive and look forward to future opportunities to connect with the university community.

CITY OF APPLETON'S DIGNITY & RESPECT CAMPAIGN

Lawrence University partnered with the City of Appleton this year to launch their Dignity & Respect Campaign on January 16th, 2018. The campaign aims to help individuals and organizations reinforce their commitment to creating inclusive and respectful environments in which all people can work, live, learn and play.

REPORT TO THE COMMUNITY

The theme for this year's report to the community, *Promoting Equity and Inclusion in the Fox Cities*, focused on partnerships that help create a more just, equitable and inclusive community. By providing opportunities for people from different backgrounds to come together as equals, we can develop solutions to problems important to us all.

The 2018 Collaboration in Action Award recipients were ThedaCare's Community Health Action Team (CHAT), the Fox Cities Performing Arts Center and the Fox Cities Diversity Officers Collaborative.

STEWARDING

The following are some diversity-related activities that helped us to steward our financial, human and physical resources responsibly and in accordance with our values.

CHANGES ON PERFORMANCE EVALUATIONS

Specific sections were added to performance evaluation forms regarding employee cultural competency skills.

DIVERSITY POINT PERSON PROGRAM

Lawrence University has implemented a Diversity Point Person Program for faculty and staff recruitment. Our DPP team of more than 30 individuals are trained to serve as consultants, offering feedback on the job descriptions, meeting with the hiring manager and serving on interview panels.

NAMING OF CLEGGETT LOFTS

The Board of Trustees voted to name the renovated Sage Hall lofts "Cleggett Lofts" after the first African-American graduate of Lawrence, Mary Cleggett.

ENGAGED IN UNIVERSITY ART/DECOR REVIEW PROJECT

To rejuvenate the campus and introduce artwork that reflects Lawrence's commitment to diversity and creating a multicultural milieu, several staff including the university's curator have begun surveying the campus and changing various art.

CELEBRATING

These are efforts to acknowledge and strengthen Lawrence’s recognition as a high-quality liberal arts university and conservatory.

GRANTS RELATED TO INCREASING DIVERSITY IN STEM

This year, Lawrence received two grants related to increasing the participation and success of students underrepresented in science, technology, engineering and math. One was from the Clare Booth Luce Foundation for more than \$150,000. The other is a \$1 million grant from the Howard Hughes Medical Institute.

The university also submitted a \$300K proposal to the Andrew W. Mellon Foundation for a three-year project to restructure our faculty reappointment, tenure and promotion process in ways that will better support a diverse professoriate.

D&I CHAMPION AWARD RECIPIENTS



D&I Student Champion—Woodlynn Pierre
Psychology Major, Ethnic Studies Minor, Class of 2018

Woodlynn Pierre exemplifies the qualities we hope to cultivate in Lawrence graduates by being an engaged critical thinker, activist, leader and teacher. What I like most about her, in addition to all these things, is her contagious enthusiasm. Congratulations Woodlynn!



D&I Faculty Champion—Carla Daughtry

Currently an associate professor of anthropology, Carla Daughtry has taught at Lawrence since 2000. Her nomination was very powerful in that it came from a group rather than a single person. They were not just friends on campus, but 16 strong diversity and inclusion advocates in their own right, who feel, as I do, that Carla deserves recognition for her hard work and untiring commitment to creating a more inclusive Lawrence.



D&I Staff Champion—Pa Lee Moua

Currently the associate dean of students for diversity, Pa Lee Moua has worked at Lawrence since 2009. While I am extremely reluctant to recognize someone whose job is so closely related to the award criteria, I agree with one of her nominators that her advocacy for creating an inclusive space for all students goes well beyond the parameters of the job description.



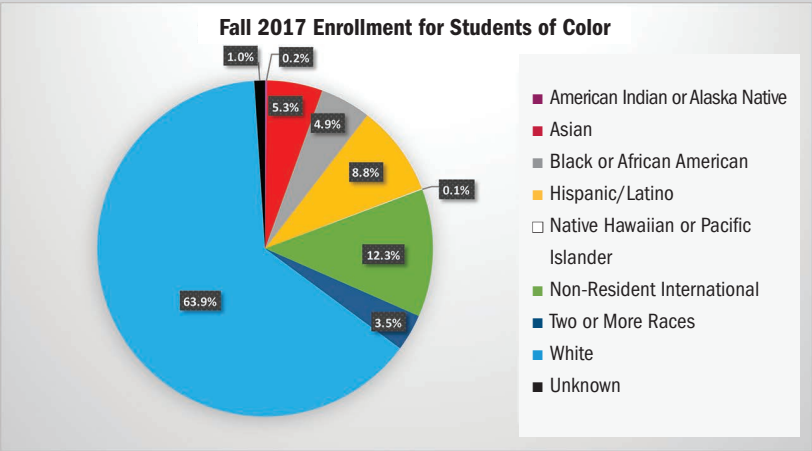
D&I Community Partner Champion—African Heritage, Inc.

African Heritage, Inc. is a nonprofit organization that was formed by a group of individuals of African descent who reside in the Fox Cities. African Heritage, Inc. is focused on supporting and increasing the awareness of African Americans, Blacks, and members of our service area that have an interest in African American/Black culture and issues.

INCREASE IN FACULTY DIVERSITY

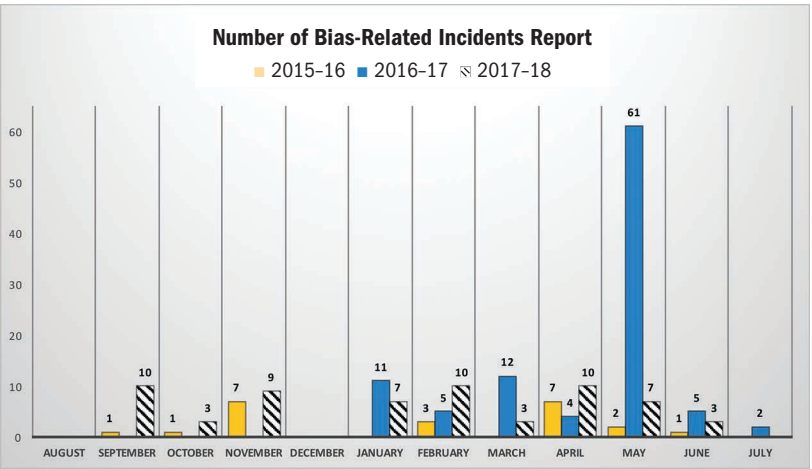
We have made significant progress over the past few years in diversifying the faculty. Between fall 2015 and 2017 we increased the number of full-time faculty of color on campus by 50%, from 18 to 27 according to the Common Data Set. During this same period, we increased the number of full-time women faculty by 13%, from 67 to 76.

INCREASE IN STUDENT DIVERSITY



Approximately 30% of the incoming class in Fall 2017 identifies as domestic students of color. This is the highest percentage of students of color entering Lawrence in the school's history. 27% of the incoming class was Pell Grant eligible. Between 2015 and 2017, the overall enrollment of international and domestic students of color shows an increase of almost 5%.

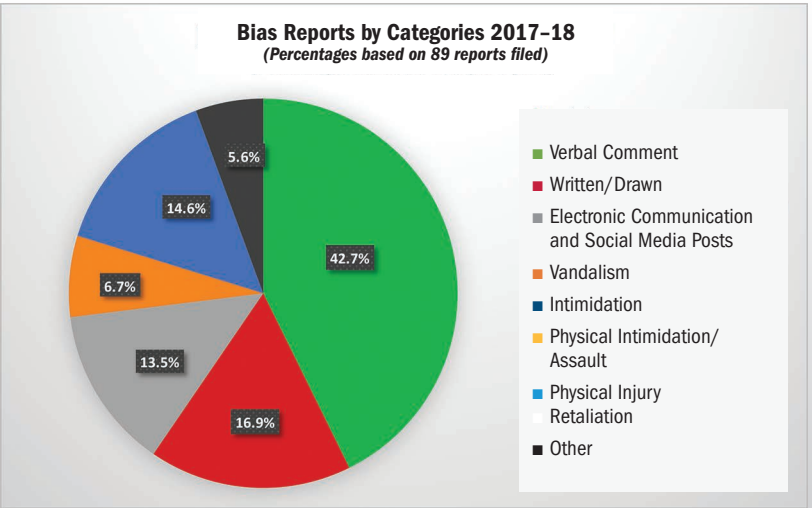
Source: Office of Research Administration, IPEDS Data



BIAS INCIDENT REPORTS

The bias incident reporting program is intended to provide educational opportunities to address bias incidents and help members of the community develop greater respect for others and for the ideals of learning and justice that are at the core of the Lawrence Community. This chart is a summary of bias incidents reports made over the past few years.

The majority of the reports in May 2017 are related to one incident during one student organization event.



Three year trends generally reflect a pattern of use that would be expected with a new reporting tool. The tool became available mid-academic year in 2016. So there was initially little use at that time. After procedures were finalized, the tool was promoted and a new person was hired to oversee the process. Reports increased dramatically. This year, which was the third year in which the reporting tool was available, we saw a steady but less dramatic number of reports. The most frequently reported type of bias incidents during 2017-2018 were verbal comments. No physical intimidations or injuries were reported using this system.

THE OFFICE OF DIVERSITY AND INCLUSION

Kimberly Barrett

Vice President for Diversity and Inclusion
kimberly.a.barrett@lawrence.edu

Kim Jones

Title IX Coordinator
kimberly.r.scott@lawrence.edu

Emily Wilson

Executive Assistant
emily.r.wilson@lawrence.edu

Peter Mei (ShengYa) '19

Summer Intern
shengya.mei@lawrence.edu

Anna Patch '19

Student Intern (2017-18)
anna.e.patch@lawrence.edu

Saahil Cuccria '19

Student Intern (2017-18)
saahil.k.cuccria@lawrence.edu

